DOCUMENT RESUME

ED 467 553 PS 030 490

AUTHOR	Parlakian, Rebecca
TITLE	Look, Listen, and Learn: Reflective Supervision and Relationship-Based Work.
INSTITUTION	ZERO TO THREE: National Center for Infants, Toddlers and Families, Washington, DC. Center for Program Excellence.
SPONS AGENCY	David and Lucile Packard Foundation, Los Altos, CA.; William Randolph Hearst Foundation, Los Angeles, CA.; W. Clement and Jessie V. Stone Foundation, Chicago, IL.
ISBN	ISBN-0-943657-11-3
PUB DATE	2001-00-00
NOTE	25p.
AVAILABLE FROM	Zero to Three, Suite 200, 2000 M St., N.W., Washington, DC 20036-3307 ($12.50). Tel: 800-899-4301 (Toll Free); Fax: 202-638-0851; Web site: http://www.zerotothree.org.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	Change Strategies; Collegiality; Employer Employee Relationship; *Family Programs; Interpersonal Relationship; Leadership Styles; Listening; Organizational Development; Social Services; *Supervisor Supervisee Relationship; Supervisory Methods
IDENTIFIERS	*Active Listening; Family Resource and Support Programs; *Reflective Supervision; Relationship Enhancement

ABSTRACT

Highlighting reflection, collaboration, and regularity of effective supervision, this booklet explores the link between supportive supervisory practices and effective staff-parent relationships in early childhood and family programs. Program leaders who wish to promote high-quality services to the infants, toddlers, and families can use the techniques and tools presented in this booklet to examine and improve the role that supervision plays in achieving quality relationships. The booklet's sections are: (1) "Relationship-Based Organizations"; (2) Reflective Supervision and Direct Service Staff"; (3) "Active Listening"; (4) "Look, Listen and Learn Model"; (5) "Reflective Supervision with Support/Administrative Staff"; (6) "Finding Your Approach to Reflective Supervision"; (7) "Challenges to Reflective Supervision"; (8) "Initiating Change/Change Management"; (9) "Institutionalizing Change"; (10) "Organizational Assessment: Is My Program Structured for Relationship-Based Delivery of Services?"; and (11) "Group Exercise: Taking the Time To Look, Listen, and Learn." (Contains a list of 13 references and suggested readings.) (EV)

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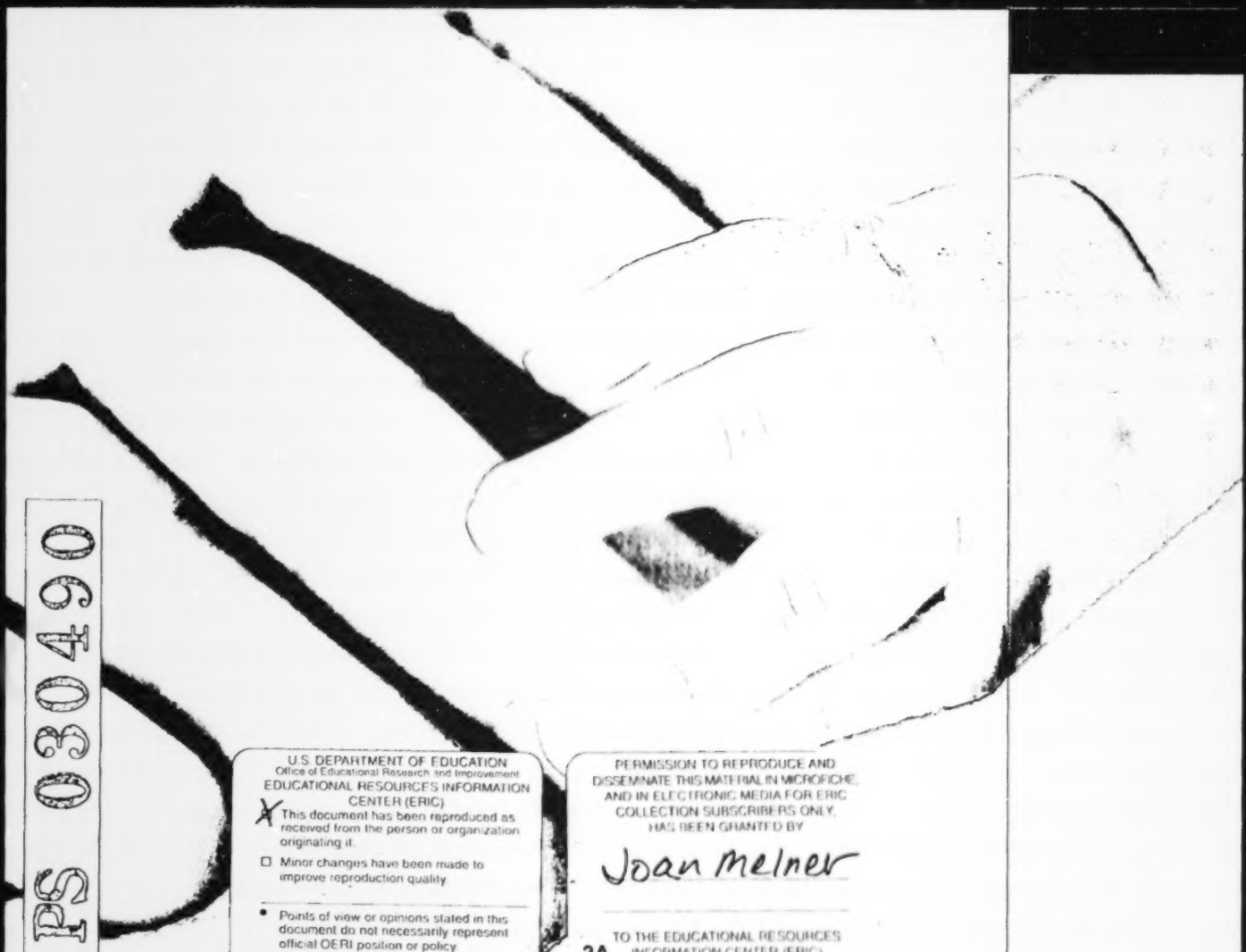
ZERO TO THREE

Look, Listen, and Learn:

Reflective Supervision and Relationship-Based Work

The ZERO TO THREE Center for Program Excellence

by Rebecca Parlakian



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Other titles developed by The ZERO TO THREE Center for Program Excellence:

The Power of Questions: Building Quality Relationships With Infants and Families

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Being in Charge: Reflective Leadership in Infant/Family Programs

Written for program leaders, this resource explores the leader's role in the organization, specifically how to use self-awareness, observation and flexible responses as tools to increase one's effectiveness on-the-job.

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Washington, D.C.

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ACKNOWLEDGMENTS

We gratefully acknowledge The David and Lucile Packard Foundation, whose leadership and support has launched The ZERO TO THREE Center for Program Excellence and its publications. We also extend our thanks to the William Randolph Hearst Foundation and the W. Clement and Jessie V. Stone Foundation for their generous support of the Center's work.

We extend special thanks to the staff members and professionals who helped to shape, write, and edit this publication, including:

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ISBN 0-943657-11-3

Photo Credits: Janet Brown McCracken, Marilyn Nolt

Suggested citation:
Parlakian, R. (2001). *Look, listen, and learn: Reflective supervision and relationship-based work.* Washington, DC: ZERO TO THREE.

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Look, Listen, and Learn: Reflective Supervision and Relationship-Based Work

Think about the ways that your organization provides supervision to staff. Do staff members have designated supervisors? Is supervision regular or catch-as-catch-can? Are supervisory relationships built over the long-term or do they focus on a particular issue of the moment? Does the discussion center on personnel issues, procedures, and tasks, as well as thoughts, feelings, and ideas about the work?

Depending on your answers to these questions, this guide can help you think about implementing reflective supervision or give you ideas for building upon existing reflective processes. Reflective supervision is important because it makes relationships central to the work we do. And this makes sense. Infants, toddlers, *and* their parents are best able to change and grow within the context of safe, nurturing interactions. By emphasizing the importance of relationships both within our organization and between staff and families, we as program leaders can help to create the conditions that promote optimal growth and learning.

The process of implementing reflective supervision and relationship-based work is a journey and, like most journeys, there is more than one way to arrive at the same destination. The specific focus of this piece is to provide guidance on introducing and maximizing the practice of one-on-one reflective supervision with both direct service and administrative/support staff. The final section offers a discussion of change management techniques that can be used to establish this new "way of being" in your organization.

What is a relationship-based organization?

A relationship based organization (RBO) is one in which quality relationships characterized by trust, support, and growth exist among and between staff, parents, and children; these relationships form the foundation for all the work that's done. Relationships are valued, not as a "touchy-feely" nicety, but as a foundation for doing business. Organizational structure, mission, and supervisory style support these relationship-building efforts.

RBOs typically display the following seven characteristics (Bertacchi, 1996):

- **Mutuality of shared goals**—often expressed as collaboration, and defined in an organizational mission statement.
- **Commitment to evolving growth and change**—demonstrated when an organization learns from experience, questions the status quo, and makes changes; this awareness ensures that items like mission and vision statements, policies, and procedures accurately reflect the organization's goals, needs, and values.
- **Commitment to reflecting on one's work**—institutionalized through the use of supervision that encourages learning from experience.
- **Respect for individuals**—promoted through acceptance of individuals for both their strengths and their vulnerabilities, characterized by trust and esteem among colleagues.
- **Sensitivity to context**—acknowledgment that a particular environment influences the individual within it, and vice versa.
- **Open communication**—shared belief in the value of others' thoughts, ideas, and feedback.
- **Setting standards for staff**—instituted through widely disseminated, accepted definitions of professional excellence; all staff are encouraged to learn and grow toward these organizational standards (norms).

These characteristics form a framework for interactions between supervisors and supervisees, between colleagues, and between staff and families. Without this foundation, organizations may find that employees view inclusivity as indecision, and reflection as wasting time.

Relationships with Staff: Reflective Supervision

ZERO TO THREE's work over the last quarter-century has found that reflective supervision promotes and supports the development of a relationship-based organization. This approach expands on the idea that supervision is a context for learning and professional development. The three building blocks of reflective supervision—reflection, collaboration, and regularity—are outlined in more detail below.

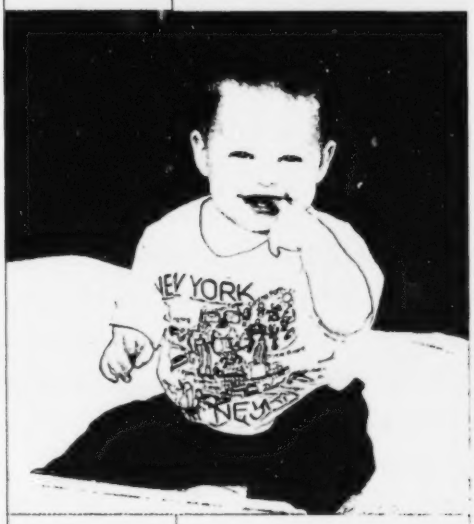

Photo Credit: Janet Brown McCracken

Reflection

Reflection means stepping back from the immediate, intense experience of hands-on work and taking the time to wonder what the experience *really* means. What does it tell us about the family? About ourselves? Through reflection, we can examine our thoughts and feelings about the experience and identify the interventions that best meet the family's goals for self-sufficiency, growth, and development.

Reflection in a supervisory relationship requires a foundation of acceptance and trust. The goal is to create an environment in which people do their best thinking—one characterized by safety, calmness, and support. Generally, supervisees meet with supervisors on a regular basis, providing material (like notes from visits with families, videos, verbal reports, etc.) that will help stimulate a dialogue about the work. As a team, supervisor and supervisee explore the range of emotions (positive and negative) related to the families and the issues the supervisee is managing. As a team, they work to understand and identify appropriate next steps.

Reflective supervision is not therapy. It is focused on experiences, thoughts, and feelings directly connected with the work. Reflective supervision is characterized by active listening and thoughtful questioning by both parties. The role of the supervisor is to help the supervisee to answer her own questions, and to provide the support and knowledge necessary to guide decision making. In addition, the supervisor provides an empathetic, nonjudgmental ear to the supervisee. Working through complex emotions in a "safe place" allows the supervisee to manage the stress she experiences on the job. It also allows the staff person to experience the very sort of relationship that she is expected to provide for infants, toddlers, and families.

Supervisors can also promote staff's professional development by using supervision as an opportunity to *scaffold*, or support the acquisition of, new knowledge. One way of doing this is to encourage supervisees to analyze their own work and its implications. Reflection is important because it empowers staff to assess their own performance. Awareness of one's strengths, as well as one's limits and vulnerabilities, allows individuals to make mid-course corrections in work performance that are natural, unforced, and generated from within.

> "Collaboration allows staff to express interest in taking on new tasks and challenges, as well as to exercise some control over the terms and conditions of their work."

Collaboration

The concept of collaboration (or teamwork) emphasizes sharing the responsibility and control of power. Power in an infant/family program is derived from many sources, among them position in the organization, ability to lead and inspire, sphere of influence, and network of colleagues. But most of all, power is derived from knowledge—about children and families, the field, and oneself in the work. While sharing power is the goal of collaboration, it does not exempt supervisors from setting limits or exercising authority. These responsibilities remain firmly within the supervisor's domain. Collaboration does, however, allow for a dialogue to occur on issues affecting the staff person and the program.

Collaboration allows staff to express interest in taking on new tasks and challenges, as well as to exercise some control over the terms and conditions of their work. It offers supervisors and mentors a chance to learn from, as well as teach, staff. Collaboration also allows supervisors to recognize opportunities to share responsibility and decision making and, in so doing, cultivate leadership talent from within.

Collaborative supervisory relationships are characterized by a clear understanding of the reciprocal expectations of each partner. This "contract" is jointly developed and agreed upon by the supervisor and supervisee, and will vary in frequency, intensity, and focus across the organization. Key issues that should always be addressed, however, include logistical issues, such as when and where supervisory meetings will take place, and what will be discussed.

Finally, true collaboration requires open communication, flowing freely in both directions, and protected from "outsiders." Both partners assume the best about each other. The supervisory relationship is one characterized by a feeling of trust and safety, where a range of work-related issues can be discussed without fear of judgment or ridicule.

Open communication implies curiosity and active listening. Either partner can ask "What were you thinking when you did that?" as a means of learning more about the motivations and thoughts of the other.

Regularity

Neither reflection nor collaboration will occur without regularity of interactions. Supervision should take place on a reliable schedule, and sufficient time must be allocated to its practice. This time, while precious and hard to come by, should be protected from cancellation, rescheduling, or procrastination.

That said, everyone working in infant/family programs knows that there are times when scheduling conflicts or emergences arise, making it necessary to reschedule supervision meetings. When this happens, set another time to meet as soon as possible. If the need to reschedule arises frequently, it makes sense to consider why this is happening. Is the selected time an inconvenient one? Is the supervisor or the staff member overburdened, or is either having difficulty with time management skills? Is there some tension in the staff/supervisory relationship prompting either party to postpone their meeting?

It takes time to build a trusting relationship, to collaborate, and to share ideas, thoughts, and emotions. Supervisory meetings are an investment in the professional development of staff and in the future of the infant/family program. Staff will take their cues from leaders—Do program directors make time for supervision? Do the program's leaders "walk the talk"?

Look, Listen, and Learn: Making Reflection Real

When supervisors meet with their staff, the greatest gift they can offer is to simply be there. This means staying in emotional contact with the staff member (offering empathy), but not reacting on the basis of emotion alone to what he or she is sharing. Needless to say, this is easier said than done. It requires self-awareness and the ability to experience feelings, while choosing whether, when, and how to respond. This is why supervisors, too, need reflective supervision. Supervisors can seek such support from those they report to, or from peers within or outside their organizations.

Supervisory meetings are an opportunity for the supervisor and supervisee together to learn more about staff members' thoughts, feelings, and experi-

What is Active Listening?

Active listening means giving someone our undivided attention when they seek us out for a conversation. Rather than using just our ears, active listening requires us to use our intellect, feelings, and physical responses to give us information about the interaction. The four steps to listening actively include:

Stop—Stop what you are doing and pay attention. This tells speakers that you are focused on them, and that they are important.

Look—Make eye contact with speakers, and face them directly. Look for nonverbal cues (facial expressions and body language) that may tell you something about the speaker's thoughts and feelings.

Listen—Listen to what speakers are saying, and pay special attention to their words, tone, and body language. Realize that speakers may be communicating several messages (some unspoken).

Respond—Respond in a way that tells speakers that you have not only been listening, but that you have understood them as well. Throughout the conversation, use eye contact, nods, "mmm-hmm's," smiles, or even a touch to confirm your attentiveness. When she is finished speaking, reflect back to her what she has shared in order to reinforce your understanding of the situation. Two strategies to consider are:

- Paraphrasing what the speaker has said: "I hear what you're saying. It can be heartbreaking to work with kids like James who have been abused."
- Asking a question to guide the speaker to her own solution: "I understand that it makes your job really difficult. What can be done to help you manage those feelings so that you're still able to come in and work with families like James'?"

ences. The challenge for supervisors is that many of these messages are conveyed subtly, through body language or tone of voice. And sometimes the supervisee is not even fully aware of her feelings and concerns until she is given the opportunity to explore them in a safe place. By being self-aware, listening actively, and observing, supervisors can respond to the unique needs of each staff member. These skills are also important because they form the foundation of cultural sensitivity, a competency critical for those working in the field. The *Look, Listen, and Learn* model uses this set of skills to help supervisors develop quality relationships with staff, as well as to formulate individualized responses to issues raised by their supervisees.

Reflective Supervision and Direct Service Staff

Reflective supervision and, by extension, the *Look, Listen, and Learn* approach, help supervisors to develop appropriate responses to challenging situations. These skills are especially valuable when supervising direct service staff. Work with infants, toddlers, and their families provides professionals with great joys as well as great challenges. Some common sources of on-the-job stress include:

- heavy caseloads (and resultant lack of time);
- feedback "vacuum" on how a family is doing or, worse yet, seemingly little improvement with a family;
- struggle to connect with families who may be distrustful, fearful, or angry at "the system";
- challenge of maintaining objectivity with families, those we have difficulty with as well as those families we enjoy; and,
- cumulative effect on morale from observing multiple examples of harmful or potentially harmful parenting.

Because the nature of infant-family work is so complex, prescriptive approaches to stressors like these are bound to fail. The *Look, Listen, and Learn* approach helps supervisors to know staff members as individuals—their temperaments and learning styles, their history and aspirations, their pet peeves as well as what motivates them. With this information, they need to develop responses that are appropriate to both the situation and the individual. Like the families in our programs, staff, too, require individualized responses from their supervisors. Interventions that respect the unique needs of *this* staff member lay the groundwork for a trusting relationship based on mutual respect, much like the goals professionals have for the relationships they seek to establish with the families they serve.

In this way, the dynamics of the supervisor/staff relationship and the staff/family relationship mutually influence one another. For example, is the supervisory relationship characterized by open or closed communication? Trust or suspicion? Mutual respect or a lack of regard? These components of caring, this "way of being," serve as a model for how staff treat the families they serve. For example, if a supervisor distrusts a staff member and judges her actions harshly, how will this staff member be able to provide her client-families with the trust, respect, and caring they need? The duality that exists between the supervisor/staff relationship and the staff/family relationship (often referred to as a *parallel process*) embodies the "platinum rule" of supervision as coined by Jeree Pawl: "Do unto others as you would have others do unto others." (see sidebar)

Jeree Pawl on Reflective Supervision

Supervision exists to provide a respectful, understanding and thoughtful atmosphere where exchanges of information, thoughts and feelings about the things that arise around one's work can occur. The focus is on the families involved and on the experience of the supervisee. Depending on discipline, content may vary enormously, but it is not possible to work on behalf of human beings to try to help them without having powerful feelings aroused in yourself... I have coined a shorthand platinum rule to supplement the golden one in order to quickly convey a sense of this parallel process—"Do unto others as you would have others do unto others." This is an essential aspect of the supervisory relationship to appreciate. The relationship between supervisor and supervisee sets a major tone that verberates throughout the system, whether it does so for good or for ill. When it is positive, it can hasten exponentially the process of what the supervisee learns through experience and self-reflection. The practitioner's experience in supervision directly affects the interactions he has with the child and the family. It is this complex nest of relationships that we care about.

(Pawl in Shahmoon Shanok, Gilkerson, Eggbeer, & Fenichel, 1995, pp. 43-44.)

In Practice: Reflective Supervision for a Direct Service Staff Person

An example of reflective supervision, and the parallels one finds in relationships between staff and parents, follows. How might this same situation have resolved itself in your program?

Marta, a single parent, and her 14-month-old daughter, Amanda, joined the agency's early intervention program when Amanda was diagnosed with Down Syndrome at birth. Marta has been resistant to participating in program services, frequently missing appointments and insisting that Amanda "doesn't need special help." When Marta does come to the center, she seems frustrated by her daughter's challenges and frequently compares her to other children in the program who do not have special needs.

Julie, the early intervention specialist working with the family, finds herself increasingly angered by Marta's attitude toward her daughter. As she explains to her supervisor, she "can't help but feel that Marta is a 'bad mother'" because of her indifference and impatience with the sweet-tempered Amanda. Julie also shares with her supervisor the deep frustration she feels when working with this family: "Nothing I say or do seems to help."

Her supervisor thinks it is important for Julie to explore the assumptions she has made about Marta. She asks, "What do you think about asking Marta if she would be willing to have me videotape some of your sessions? That might be a good place to start our discussion."

A few weeks later, Julie and her supervisor view the videos. Julie is surprised to see that Marta has made a few subtle overtures to her daughter—actions that she did not notice at the time. "Perhaps," Julie wonders, "the frustration I thought Marta was feeling was actually her way of expressing grief. Or maybe it's a symptom of how overwhelmed she feels with Amanda's disability. Or both..."

Supervisor: "You sounded surprised just now. Why is that?"

Julie: "Well, I am surprised, in a way...It's just that I always saw things more from Amanda's point of view. She's so sweet, isn't she?" Julie looked up, and saw her supervisor nod in agreement. "It just made me furious because I thought that Marta didn't see that, or appreciate her. Since I always saw Amanda as the 'victim,' I guess that left Marta's feelings pretty much out of it."

Supervisor: "From what you're telling me, it sounds as though you feel very close to Amanda...Why do you think that's so?"

Julie thought for a long moment. "I feel protective of Amanda. Like I used to feel about my brother Tim. My father never let Tim get speech therapy for his stuttering. My dad thought he'd just grow out of it. But he didn't, and it was really terrible for him in school. He got teased by the other kids, and the teachers back then—well, they just weren't trained to deal with his needs. I can't tell you the number of times I got in fights protecting him. If we'd had a boxing team at Lincoln Junior High, I would have gone varsity!"

Supervisor: "Julie, I can just imagine you with the gloves on!" Julie and her supervisor share a laugh. "How do you feel that experience is similar to your work with Marta and Amanda?"

Julie: "Well, I'm wondering if the frustration I felt toward Marta was really just my 'big sister' rescue instinct. I think that blinded me to her experience as a single mother, trying to get her GED, working two jobs...What I'm saying is that for the longest time all I have been seeing is Amanda's needs. But Marta has needs too."

Making Reflection Real: Look, Listen, and Learn

LOOK	**Look** at (observe) your supervisee. What do you know about this individual's background, experience, and temperament? What unspoken messages is she sending—is she maintaining eye contact, using closed body language?	• *Julie is very driven, a perfectionist. She tends to be very hard on herself.* • *She has been working with this family for about 12 months and has really struggled with their lack of progress.* • *Her experience (6 years) is with families just like this one.* • *She is particularly upset talking about Marta and Amanda.* • *Julie's eyes are welling up.*
LISTEN	Next, ***listen*** to your staff member tell you about her experience. What is her perspective? How does she sound—frustrated, depressed, angry, excited? Is her voice trembling, softer, or louder than usual? Can you remember her feeling like this before?	• *Julie is feeling frustrated about her interactions with Marta, the baby's mother.* • *Julie seems to identify with the baby, Amanda* • *She recognizes that these feelings are overly strong.*
LEARN	Finally, ***learn*** from the situation. Develop your "best educated guess" as to what might be going on. Wonder about your staff member's needs and feelings. Identify your goals for this interaction and decide what response from you would best support those goals. As you receive more information, modify your best guess and your response.	• *Sounds as though Julie has reached an impasse with this family.* • *Help her to see how her feelings/reactions have affected her relationship and ability to work with this family.* • *Guide Julie to explore the root cause of these strong feelings. Encourage her to identify next steps with this family.* • *Later, help her to look at the strength of her own feelings, the conditions under which they develop, and ways to remain objective with families when such feelings arise.*

Supervisor: "Where do you think you should go with this family?"

Julie: "Well, I think my first priority should be spending some time getting to know Marta better. I can't really help either of them until I have a connection with both of them. The next time they come in I think I'll focus on Marta and how she's doing, and not worry so much about Amanda's therapy for a session or two."

PHOTO CREDIT: MARILYN NOLT

Reflective Supervision and Administrative and Support Staff

When considering staff issues associated with an infant-family program, the tendency is to think first (and sometimes only) of direct service staff. When we do so, we miss an opportunity to provide support staff and administrative professionals with the benefits of reflective supervision—benefits that contribute to higher quality work across the organization.

Staff members working as receptionists, clerical assistants, or payroll, human resources, or information technology professionals may believe that their role doesn't really impact the success or failure of the program. Nothing could be further from the truth! An organization's mission statement and program values are meaningful only when these words are translated into a "way of being" with one's colleagues. Staff members' experiences with another department become their experience of the organization's values in action—the *how* we do what we do.

> "An organization's mission statement and program values are meaningful only when these words are translated into a 'way of being' with one's colleagues."

Here is a second parallel in relationship-building: The way the director and management staff treat employees influences the way employees treat one another. That is to say, are staff responsive to one another? Trusting? Respectful of colleagues' diversity? If so, then this "way of being" reflects a larger organizational commitment to relationship-building.

It is important to remember that reflective supervision in administrative and support departments is, at its most basic level, the same model used for direct service staff. That said, the interaction need not follow an identical pattern. Reflective supervision as utilized by the payroll department, for example, may not be characterized by emotional exploration to the same degree as supervision with front-line staff—but it could. The emotional content of the work for a support position may be quite intense if the staff member feels a lack of respect and very overworked. Supervisors should leave room to explore the impact of the work, but not insist on dwelling there.

The content and depth of the supervisory discussion ultimately varies depending on staff members' willingness and interest. The intensity of the relationship may even change from week to week, as staff work through difficult projects or other challenges. At times the focus may be on tasks and workflow, exploring work-related interpersonal issues, or discussing the staff member's reaction to his or her work. Ultimately, the relationship negotiated between supervisors and staff in each department will reflect those employees' needs, abilities, and job roles. Together, supervisors and supervisees will find a level of intimacy and interaction that makes sense given their perspective, their work, their feelings about the work, and their experiences.

Because reflective supervision is more a "way of being" than a formula of "what to do," it will, and should, vary across departments and individuals. That said, its three key components—reflection, collaboration, and regularity—should form the foundation for all supervisory relationships, in all departments, at all levels of the organization. Think of reflective supervision as the same sentence translated into different languages; each translation retains the same overall feeling and meaning, though the words used to deliver the message are different.

In Practice: Reflective Supervision for Support and Administrative Staff

Here is an example of how relationship-based supervisory practices may look when taking place in a department that does not provide direct services. What about this interaction makes it an example of reflective supervision?

On Friday morning, Jan, a caregiver in the child care program of a large multiservice agency, goes to the central office to pick up her paycheck. The department secretary flips through the checks and sees that Jan's is missing. She tells Jan that she'll call the payroll office to ask what happened. Jan is frustrated, thinking that her rent check might bounce, "Please call them immediately and tell them this is an emergency!"

In the payroll department, Lou's shoulders were rigid and his face was closed when he walked into his supervisor's office for their weekly meeting. "Lisa, I'm up to here with this job. I've been battling computer problems all morning—including some lost data that we'll need to recreate—and I have this teacher down in the child care program who keeps calling me about her check that's missing. Of course it's missing! So are about 25 other checks...this computer problem screwed up our whole payroll cycle! But that doesn't make her check an emergency. I've been here since 7 a.m. and I haven't even had time to come up for air, let alone eat lunch, and here she is complaining that I haven't called her back! And what about the other 24 staff members who are missing their checks? I've just had it today."

Lisa took a deep breath. Lou needed to understand that his lack of communication had contributed to his troubles, but he clearly had been under tremendous pressure to fix the computer problem. "Sounds like it's been a tough morning for everyone...how are things going now?"

Lou: "Well, I think I've got it straightened out. I'll need to recreate some of the data, but I know what went wrong and we've fixed it now."

Lisa: "That's good to hear. What have you done to let the staff know what's happening?"

Lou: "Ummm, nothing yet. I wanted to know what happened first." There was a short silence as Lisa waited and continued to listen, looking attentive and expectant. "I guess I should have let people know earlier."

Lisa asked, "How would that have helped?"
Lou: "It would have eliminated a lot of calls, first of all!"

Lou smiled for the first time. "I guess if I let all the department secretaries know what was happening when I got in at 7 a.m., they could have alerted staff. People wouldn't have been so surprised—or upset."

Lisa: "Sounds like a good plan, if this ever happens again. And, knowing how technology works, this won't be the last time there's a glitch! Thanks for taking the lead on solving the problem."

All Roads Lead to Rome: Different Approaches to Reflective Supervision

Anyone can apply the basics of reflective supervision to their relationships with others. The building blocks—reflection, collaboration, and regularity—stay the same. What changes is how discussions unfold, the specifics of what is happening, and the way the staff-supervisor relationship builds over time. Factors that might cause these variations include:

- personal, family, and professional backgrounds of supervisor and staff;
- skill sets that each brings to their work;
- temperaments and personalities of the supervisor and staff person;
- length of each person's tenure with the organization; and,
- supervisor's and staff member's specific jobs and roles within the organization.

Two dialogues follow, showing the different ways that the concepts of reflective supervision can be lived in practice. Though varying in content and approach, each interaction embodies the wondering, "what if" qualities so important to building reflective relationships with staff.

Example One

Sara is a new employee who has recently joined the direct service staff of a home visiting program. Her previous experience with supervision involved being criticized, given assignments, and told what to do and how to do it. Asking questions was discouraged, and asking for advice was seen as "not knowing your job." Sara is very quiet in her first meeting with her supervisor, Tom, giving him one-word answers to his questions. Tom notices that she looks uncomfortable and nervous.

Tom is a talkative, outgoing man who enjoys the give-and-take of discussions with staff. He realizes, however, that it may take some time to cultivate this kind of relationship with Sara. He isn't sure why she's withdrawn, but wonders if it might have something to do with feelings of uncertainty or distrust.

> "IT IS IMPORTANT TO REMEMBER THAT YOUR APPROACH TO REFLECTIVE SUPERVISION WILL NOT ONLY BE DIFFERENT WITH EVERY STAFF MEMBER, BUT WILL ALSO BE DIFFERENT FROM THE WAY YOUR COLLEAGUES SUPERVISE."

He is silent for a moment, thinking. Then he comments, "It sure isn't easy being the new person in a program. It takes a while to get to know everyone and to learn what we expect of you. Maybe I can help you get started by telling you what I expect us to do in supervision. I think of our time together as a chance to talk things over. I'd like to hear how your families are doing and what you're thinking—and feeling—about the work. Sometimes you'll have good news for me. Other times, you might want to tell me about difficult or sad or just plain frustrating experiences you've had. That's fine. That's what I'm here for. We can put our heads together to try and make sense of what's going on."

Sara looked tentative. "How will I know what's important enough to tell you and what isn't?"

Tom smiled, "If you think it's important, it's important. Sara, I'm not grading you. When I think about you and your work, I'm assuming that you're bright, talented, and committed. If you're having trouble figuring something out, that's important. If you're excited about something your families did, that's important, too."

"You want to hear about what I'm having trouble with?" Sara sounded disbelieving.

"No one should have to make a difficult decision alone, Sara. I'll never think less of you because you're having a tough time with a family. We've all been there. Feel free to bounce ideas off of me, ask me questions, think out loud."

"How will I know how I'm doing?"

"Well, what usually ends up happening is that you tell me how you're doing, rather than the reverse. If you are comfortable enough to tell me what you're struggling with—and I know it might take time for us to build that kind of relationship, Sara—we can figure out what to do to help you develop the skills you need."

After a few months of meetings, Tom was surprised—and pleased—to return to his desk one afternoon to find a message from Sara: "Tom, would you have time to meet today? I'd like to get your perspective on David and his son, Antoine. When I left their apartment yesterday, I realized that I'm really not sure what to do next." Tom smiled. "Slowly but surely, we're getting there," he thought.

PHOTO CREDIT: JANET BROWN MCCRACKEN

EXAMPLE TWO:

Joan is a receptionist in a busy mental health center. Her supervisor is Lynne, the office manager. This is an excerpt from one of their recent supervision meetings:

Lynne: "How are things going this week?"
Joan: "Better than last week! Joey (her 8-month old son) is sleeping through the night now that he's not sick anymore. Needless to say, I'm getting a lot more sleep, too!"
Lynne: "That has to make a big difference."
Joan: "It sure does. But I just wish I could erase last week. It was hard to come in when I was so tired and worried about Joey. It was especially tough because I get a lot of calls from parents who are frustrated or angry or stressed themselves. It's hard to deal with all that when I'm feeling the same way."
Lynne: "It sure is. Negativity can be catching sometimes. I have to admit, though, I didn't realize you were having such a tough time of it. I'm sorry about that. Looking back, what could we have done to help you out?"
Joan: "Well, just to get off the phones for a few hours would have helped a lot. Maybe Lori [the filing clerk] could be trained on the phone system, and me in her job so that we could switch in situations like this?"

Lynne: "That could work. I'll talk to Lori to see how she feels about that."
Joan: "All in all, though, I'm much better this week. I'm feeling a lot more patient. And I apologized to Marc [a mental health counselor] for losing my temper with him last week. I feel so bad that that happened."
Lynne: "How did your conversation go?"
Joan: "Marc was actually very nice about it, thank goodness. He and I even came up with a solution to the problem we argued about—I think it's a good idea."

It is important to remember that your approach to reflective supervision will not only be different with every staff member, but will also be different from the way your colleagues supervise. *This is okay.* Your approach to reflective supervision is like your fingerprint, unique and distinctive.

Staying the Course

Once in place, making reflective supervision a priority can be difficult when "real life" begins to erode our available time. Listed below are three of the most common obstacles to practicing reflective supervision, as well as suggested strategies to address them.

1. Too Busy—One site supervisor, noticing her own habit of canceling supervisory meetings when things got hectic, wondered how she might feel if one of her staff explained that she was "too busy to go on home visits this week." Surprised, disappointed, frustrated, and dismayed—probably just the emotions her own staff experienced when their meetings with her were cancelled. The reality is that in the transition to reflective supervision, these meetings become an integral component of the supervisor's job—and a valued opportunity for staff to learn and grow. Often this is a fundamental shift in thinking for organizations. In valuing relationships, supervisory meetings take on the same importance as meetings with the agency head, a strategy session, or other mission-critical activities. To institutionalize a commitment to relationship-building, it is important to clarify supervisory responsibilities in new job descriptions and performance appraisals.

Neither supervisors nor staff have much free time. How is it possible to get together for supervisory meetings when life gets busy? Some ideas include:
- meeting over lunch or breakfast;
- at group supervisory meetings, inviting a few staff to share their work (videotaped session work, for example) and discuss, brainstorm, and critique together;
- scheduling a combination of individual and group supervisory sessions;
- meeting during "slow" times (if there are any!);
- meeting on a monthly basis, and scheduling interim check-in meetings as needed;
- identifying additional staff who are capable of providing reflective supervision (develop and run training, if necessary); and,

When Reality Intrudes: Recouping the Supervisory Relationship

While we know all about the ideal supervisory meeting—no phones ringing, no interruptions, our office an island of quiet calm without even the "bing!" of an arriving e-mail to distract us—reality, as they say, happens. Even when we have the best of intentions, there are times when competing demands simply don't allow us to turn off the outside world as much as we'd like during supervisory sessions. What can be done to recoup the relationship? Some suggestions follow:

❶ **Ask yourself: "Why did I feel this meeting didn't go well?"** Were you distracted, interrupted, feeling overloaded with work? Were you stressed or thinking about something in your personal life? Was your supervisee preoccupied or overwhelmed with work or other pressures? Did you sense your supervisee was uncomfortable, or were you ill at ease?

❷ **Think about your next meeting.** Identify strategies to address (or resolve) your concerns in your next meeting.

❸ **Acknowledge when a meeting hasn't gone well.** Honesty and mutual respect open the door to feedback and suggestions from your supervisee.

For example, "Eric, I have to admit I am having a bad day. I lost my keys in the subway this morning and am really feeling frustrated. I'm sure I seem distracted in our meeting today, and I apologize." Or, "Beth, before we get started today, I have to tell you that I felt our meeting last week wasn't very helpful to you. My mother was ill and I was very preoccupied. I just wanted to let you know what was going on with me that day, in case you were wondering why I seemed a little distant."

By sharing your thoughts and concerns about the relationship, you are also sharing the responsibility for it with your staff member. This simple act embodies the building blocks of reflective supervision: *reflection, collaboration, and open communication.*

PHOTO CREDIT: JANET BROWN MCCRACKEN

> "BECOMING A RELATIONSHIP-BASED ORGANIZATION AND INSTITUTING REFLECTIVE SUPERVISION REQUIRE BOTH ORGANIZATIONAL 'SOUL-SEARCHING' AS WELL AS SYSTEMIC CHANGES IN THE WAY PEOPLE WORK."

• building a part-time "floater" into the budget to cover staff during their supervisory meetings.

2. Too Hard—"I'm no wise man on the mountain," said one program leader. "I'm not trained in psychotherapy...how can *I* do reflective supervision?" From a foundation of reflection, collaboration, and regularity, supervisors can build the *practice* of reflective supervision as they are comfortable and able. To begin to make step-wise changes in supervision style, consider the following suggestions:

• Resist the temptation to automatically give the answer; encourage staff to think for themselves and use you in a mentor role.
• Ask open-ended questions: "What are you thinking of doing?" versus "Why don't you do this?"
• Assume the best. Believe that staff want to provide high quality service to families. Trust staff.
• Encourage staff to put themselves in another's shoes by modeling this yourself: "I wonder what it's like to be that parent, to be so young, and alone, and to know you have to support a child. What do you think is going through her mind when she refuses to attend the parenting classes that are required for the program?"
• Remember *how* you do what you do is as important as *what* you do. Consider how your staff member may experience the meeting if you are answering the phone, scanning the mail, cleaning out files, and typing during your time together. Focus your attention on the other person, do not answer the phone (unless an emergency), and don't use this time to "multi-task."

3. Too Lonely—Supervisors cannot offer excellent supervision unless they receive it themselves. The program's organizational structure must provide supervisors with opportunities to receive guidance, feedback, and mentorship. If reflective supervision is to be an organizational imperative, it must be so at all levels of the organization. This can be acccomplished by supervisors meeting together to discuss the challenges in their work. Supervisors can also seek supervision from a more experienced person in the organization or from someone outside the organization. However it is structured, those who supervise need supervision.

Change Management and Staff Response to Change

Becoming a relationship based organization and instituting reflective supervision require both organizational "soul-searching" as well as systemic changes in the way people work. In preparing to introduce such changes to a program or agency, it is important to consider how staff may experience the transition. For example, resistance is a natural response to any type of change—perhaps you've heard some of the following comments before?

Been There, Done That: "That's not new! We tried that in '98 and it didn't work."
What's the Big Deal: "How is that different from what we do now? We're just changing the label."
Not Again: "Here we go again! Somebody in Administration read an article and now we all have to pay the price!"

While the complexity of change cannot be over-emphasized, organizations can take active steps to manage employee resistance and, more importantly, to help staff understand why the change is important. Suggested steps include those outlined in the table on page 11.

Critical Success Criteria for Change Management Efforts: Becoming a Relationship-Based Organization

❶ Know why you are making the change.	Convene a group of employees, parents, Board members (if applicable), and other stakeholders to explore the following issues: • **Mission**—Establish, or re-visit, the organization's mission and/or vision statement. • **Values**—Establish, or re-visit, organizational values. • **Culture**—What would be the ideal organizational culture after the transition? What adjectives would describe it? Some organizations hire a consultant to assist with this process.
❷ Communicate the change to employees.	• **Training**—Provide general training to all staff (and specialized training to supervisors) to explain relationship-based principles and reflective supervision. • **Q&A sessions**—Schedule regular staff meetings to field questions about the change, solicit feedback, and explain the change process. • **Departmental meetings**—Ask each department to set up smaller meetings to address specific concerns. • **Employee suggestions**—Encourage employees' feedback through the use of suggestion boxes or a special e-mail address (for example, ideas@agency.org). **A caveat:** Soliciting staff feedback is counterproductive, and even damaging, if there is consistently no response from the organization.
❸ Build the infrastructure needed to support the change.	• **Institute realistic timelines.** Steps 1 through 5 may take up to a year to complete. • **Ensure staffing and caseload levels are appropriate** and realistically allow for reflective supervision to occur. • **Modify performance appraisals** to reflect organizational values, including emphasis on collaboration and reflection. • **Institute upward appraisals of supervisors** to emphasize the two-way nature of communication. • **Institute regular staff meetings** at a length and frequency that is appropriate for your group. Would regular departmental meetings or parent meetings make sense? If so, institute these as well.
❹ Provide support during the transition.	• **Refreshers**—Offer additional training to staff members on an as needed basis. • **More communication**—Provide regular updates to staff and continue soliciting their feedback. • **Celebrate**—Share the joy of achievements to date.
❺ Manage employees' expectations.	**Change is a journey, not a destination.** Reflective supervision and other relationship-based principles may feel awkward or uncomfortable for a period before employees begin to see and experience their benefits. Supervisors with experience in implementing relationship-based principles comment that the process of change is one that is an ongoing and continuously evolving one.

Building a Culture of Relationship-Based Work

When making the decision to become a relationship-based organization, program leaders also need to consider how to institutionalize the change to ensure that future generations of staff come to accept it as an integral part of the organization's culture. There are several methods to build this change into the way a program functions.

Building a Relationship-Based Organization: Strategies to Institutionalize Change

Staff Recruitment	Select staff who embrace organizational values by: ❶ Asking interview questions such as: a. Can you give me an example of a time when you really learned something by putting yourself in another person's shoes? What did you learn? b. What was the best supervisory relationship you've had? What adjectives would you use to describe that relationship? c. Can you think of a time when something happened at work and your first reaction was, "I don't know what to do"? ❷ Requesting that staff complete a writing sample in which they read the organization's mission statement and write one page on what it means to them. ❸ Role-play a situation that requires them to see another's point of view (for example, role-playing a discussion with a parent who has been consistently late in picking up her child at the center).
Staff Orientation	❶ Make new employees feel genuinely welcome. Ensure they have the basics in supplies, have been introduced to their colleagues, and receive a tour. ❷ Include a copy of the program's mission and values, as well as an explanation of a relationship-based organization and reflective supervision, in orientation materials. ❸ As part of orientation, engage the new hire in a structured discussion around these issues.
Staff Training and Development	Relationship-based values and practices can be emphasized through: ❶ Standard training module on reflective supervision delivered to all new staff. ❷ Ongoing development opportunities for existing staff in the form of brief role-plays, moderated discussions, or other planned activities in staff meetings. ❸ External conferences/conventions (when feasible).
Format for Staff Meetings	To avoid using staff meetings to address purely administrative issues, reserve every other meeting (or half of each meeting) for group supervision, brainstorming, and decision making.
Recognition Strategies	Support relationship-based values by recognizing their practice: ❶ Institute a "Superstars" program in which staff can recognize another's help, support, or assistance by writing a brief note. ❷ Provide a means for parents to recognize staff—perhaps through "Thank You"-type notes that can be posted on a bulletin board in the lobby. ❸ Make "appreciations," in which staff verbally recognize one another, a standard staff meeting item. ❹ Make an effort to recognize staff publicly *and* privately for their achievements. A quick compliment, a note, or an e-mail of appreciation is always a pleasure to receive.

Rather than resisting the change, some employees may greet the transition to a relationship-based organization with unrestrained optimism. What possible downside could this have for the program? Uninformed optimism, the belief that change comes without challenges, can leave staff unprepared to deal with the inevitable doubt and disenchantment that occurs when the change begins to impact their daily lives. There are four main stages that characterize the "be careful what you wish for" syndrome (Conner, 1992).

1. Uninformed optimism—Refers to the heady thrill associated with the announcement of an anticipated positive change. "This is going to be great! My professional development will benefit so much from this change!"

2. Informed pessimism—Refers to the discovery of costs associated with the change (unintended consequences, questions that don't seem to have answers) and signals doubt about the decision to change. "Wow! I am going to have to spend a lot more time—that I don't have, mind you—in supervisory meetings. If this is so great, why do I feel so stressed?" This stage is key because it is the point at which individuals may withdraw or give up if they become too pessimistic.

3. Hopeful realism—While challenges remain, this stage refers to a lifting of doubt. "Maybe I can pull this off after all."

4. Informed optimism—Refers to a strong feeling of optimism and confidence that has developed as a result of the process. "It's been hard, but it was the right decision."

How can program leaders manage employees' expectations about an impending change? By being up-front about the real frustrations that may be involved in the transition. While emphasizing the benefits it will bring, program leaders should also acknowledge that change is challenging: "We all agree this is a wonderful change. But nothing this good comes cheap. To realize the benefits, there are going to be some tough times. Let's prepare for them." Then do so.

In Summary

Reflective supervision is not about the way you place the chairs in your office, or the way you nod your head while listening to a supervisee. It is not in the agency's policy manual, and it's not in the drinking water. What reflective supervision *is* is an approach designed to encourage learning through thoughtful observation of oneself and others. A reflective approach reminds us that the supervisory relationship is a garden, and its seeds will be carried on the wind to find new soil. When we grow strong relationships with staff, we are helping them grow strong relationships with families as well.

Reflective supervision demands much of us. It requires that we look both internally and externally, exploring equally our own feelings and motivations, as well as those of our supervisees, colleagues, and families in care. It requires that not only do we glance, but we *look*. Not only do we hear, but we *listen*. Not only do we act, but we *learn*.

Reflection can help to focus our attention on the importance, the beauty, and the fragility of relationships. By putting relationships at the heart of our work, we acknowledge the profound effect that others have on us (and that we have on others). Thinking about the meaning of relationships helps us to ask "what if" and to contribute to a culture of wonder in the organization.

Photo Credit: Janet Brown McCracken

One often sees and hears this word, "wonder," used when discussing reflective supervision. It conveys an unfettered excitement and exhilaration in the world around us. Wonder also implies thoughtful contemplation. The ability to wonder is an open door to new ideas, fresh experiences, and greater insight—exactly the reasons why we have made the commitment to relationship-based work.

Resolve to wonder.

ORGANIZATIONAL ASSESSMENT: IS MY PROGRAM STRUCTURED TO SUPPORT RELATIONSHIP-BASED DELIVERY OF SERVICES?

OPTIONS FOR USING THIS EXERCISE:

- **Self-Evaluation:** Assess your organization on the following items and circle the rating that best reflects your experience.
- **Group Exercise:** Invite staff to complete the assessment and use the results as a starting point for a discussion about the program.

	YES		SOMEWHAT		NO
❶ Does the program have an up-to-date vision and/or values statement?	1	2	3	4	5
❷ Is this vision/values statement shared with our families and community in a meaningful way?	1	2	3	4	5
❸ Can staff articulate the organization's vision and/or values?	1	2	3	4	5
❹ Does the program reflect and support the diversity of the *whole* community served?	1	2	3	4	5
❺ Does the allocation of funds reflect our vision and values?	1	2	3	4	5
❻ Do both staff and families feel supported and valued by the program?	1	2	3	4	5
❼ Is there a feeling of trust and teamwork in the organization?	1	2	3	4	5
❽ Do staff members, including support and administrative staff, understand and appreciate each person's role and responsibility as it relates to the whole program?	1	2	3	4	5
❾ Is there open, effective communication with staff?	1	2	3	4	5
❿ Is communication regular, predictable, and written as well as verbal?	1	2	3	4	5
⓫ Does communication flow both ways? That is, is there a forum for staff to share their thoughts, suggestions, and feedback with decision-makers?	1	2	3	4	5
⓬ Does the program's board provide leadership and guidance, rather than day-to-day management oversight?	1	2	3	4	5
⓭ Is there a predictable, well-understood method for conflict resolution?	1	2	3	4	5
⓮ Is there a way for families and the community to participate in decisions affecting the program?	1	2	3	4	5
⓯ Do all staff receive reflective supervision?	1	2	3	4	5
⓰ Do new staff receive training in relationship-based principles and reflective supervision?	1	2	3	4	5
⓱ Does the program partner with others in the field on projects affecting the community?	1	2	3	4	5

• Adapted from Gilkerson & Young Holt, 1992

INTERPRETING YOUR SCORES:

Total the number of questions you have rated a 4 or 5.

If you had 9 or more responses rated 4 or 5...

Your program has made great progress in the journey toward relationship-based work, but opportunities to improve remain. Use this assessment to identify any lingering developmental areas. Share the results with staff to solicit their ideas for improvement. Specific strategies to consider are outlined below. Another resource is the ZERO TO THREE Center for Program Excellence (www.zerotothree.org/cpe), a nationwide training and technical assistance program.

If you responded with a rating lower than 4 on:

➨ ***Questions 1, 2 3 or 5—Focus on Infrastructure***

- Convene a series of meetings to revisit the organization's mission and/or values statements. Confirm that they are accurate, up-to-date, and support relationship-based principles. Are they shared with and understood by staff?
- Pinpoint how the mission/values statement impacts other mission-critical

activities like strategic planning and the budgeting process. If there is no impact, why?

• Put a discussion of the mission/values statement on the staff meeting agenda. Do staff believe that these statements are "lived" through the way the organization does business? Do staff experience these values? If not, why not?

➨ *Questions 6, 7, 8, 15 or 16*—***Focus on Institutionalizing the Change***

• Use staff meetings, one-on-one supervisory discussions, employee attitude surveys, and exit interviews to help diagnose why employees feel dissatisfied with the organization. Act on the information you receive, and communicate your response(s) with staff.

• Consider introducing reflective supervision to additional departments (if employee feedback supports this shift).

➨ *Questions 9, 10, 11 or 13*—***Focus on Information Sharing***

• Convene employee focus groups to pinpoint where your communication efforts are lacking.

• Institute a staff-led "information sharing taskforce" to optimize communication within the organization.

• Establish a user-friendly and confidential method of soliciting employee questions/concerns.

• Ensure that management team and other relevant meeting minutes are shared with staff. Prior to meetings, solicit staff questions. Develop a policy for interested staff to observe Board and/or management meetings, if appropriate.

➨ *Questions 4, 12, 14 or 17*—***Focus on the Way You Work***

• Involve staff in identifying opportunities to better your services with community needs.

• Investigate opportunities for community partnerships.

• Engage staff in a discussion of the role of parents in the program. Define what "optimum parent involvement" is for your program. Brainstorm how to get there by identifying specific action steps to it happen.

If you had 8 or fewer responses rated 4 or 5...
While there is a strong interest in becoming a relationship-based organization, your program faces several challenges in the short term. To move forward, consider the following steps:

• ***Do your reading.*** To better understand relationship-based principles and reflective supervision, stakeholders (including program leaders, Board members, and staff) should read and discuss selections from publications such as *Learning through Supervision and Mentorship* (Fenichel, 1992).
Do all stakeholders *truly understand* what reflective supervision and relationship-based values mean for the organization and the families you serve?

• ***Seek assistance in the transition.*** Contact ZERO TO THREE for more information about training and technical assistance resources, including the Center for Program Excellence (www.zerotothree.org/cpe). In addition, you may wish to seek out statewide training/technical assistance networks; contacting your state Department of Health and Human Services is a first step.

It may also be helpful to identify another organization or agency in your area that has made this shift. Inquire to see whether professionals there may be able to "mentor" your organization through the change and share their lessons learned.

• ***Build the infrastructure needed to support the change.*** Develop (or review) the organizational mission and values statement. Do these documents emphasize the central role of relationships in the work you do? Identify the components of your organization's culture that might support or inhibit a shift to relationship-based work. What can be done to manage the cultural "blocks" that might slow your ability to introduce the change? Use these documents as a tool to align strategic decisions with organizational values and goals.

• ***Involve staff.*** Institute regular staff meetings to solicit feedback from staff about the change. Decide which departments should start the "roll-out" of reflective supervision. Identify which level of supervisor might be responsible for providing supervision to staff. Ensure that their caseloads are at a level that allows them to add supervision to their responsibilities.

• ***Provide appropriate training.*** Deliver training to all staff on relationship-based work. Ensure that there are several follow-up sessions (either informal discussions or formal activities) that help to institutionalize this new way of way of thinking. Develop training (or identify an outside consultant) to introduce reflective supervision to staff and supervisors in the "roll-out" departments. Provide supervisors with specialized training on their new supervisory role, and make coaching services available on an as-needed basis. Follow up regularly with both staff and supervisors to ensure that the transition is as smooth as possible.

GROUP EXERCISE:
TAKING THE TIME TO LOOK, LISTEN, AND LEARN

Reflection is a time to slow down, to see what can be learned if we take the time to carefully *look at* and *listen to* ourselves, and those with whom we work.

An important note: In order to respect one another's privacy and confidentiality in the following exercise, please avoid using actual names or other identifying information in your discussion if you are doing this activity in a group setting with staff from organizations other than your own.

First, let's look at a challenge in a workplace relationship, whether with a participant or a colleague.

❶ Describe the setting:

❷ Describe the people involved:

❸ Describe the situation (include background information that helps tell the story):

❹ Describe what you are struggling with in this relationship:

Now, let's listen to ourselves and to our colleagues discuss this relationship. What do we hear about our own and others' roles and responses in the relationship?

❶ When you encountered this challenge, how did you feel?

❷ Can you think of another time when you felt this way? How far back can you remember feeling this way?

❸ What belief, value, or attitude about infants, toddlers, parents, or about yourself as a "helping professional," may influence how you respond to this relationship challenge?

❹ Looking at the questions above, are there other ways you might look at this particular challenge?

Let's consider what we can learn from this relationship challenge:

❶ Someone else's perspective on this challenge might be....

❷ If he/she were describing this situation, he/she might say....

❸ The other person's contribution to this challenge in the relationship is....

❹ My own contribution to this challenge in the relationship is....

❺ Something I know, or can learn, about the other person's beliefs, assumptions, attitudes, or values that might help me is....

❻ Another experience I've had that could help me understand this situation is....

Finally, let's identify strategies that help move us toward a healthier relationship, taking into account the people involved and the situation at hand.

❶ What additional information do you need about yourself to better handle your reactions in this situation?

❷ What additional information about the other(s) involved might you need to better handle your reactions in this situation?

❸ What results or goals are you working toward in this relationship?

❹ What might you do or say next in working toward those goals or results?

❺ What "hot buttons" did you discover about yourself through this exercise?

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*Note. Adapted from Thorp & Sanchez, 2000.

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		Strongly Agree				Strongly Disagree
1	I learned something new in this publication.	1	2	3	4	5
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3	The ideas introduced here were applicable to my work.	1	2	3	4	5
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6	I used this resource to reflect on the work I am doing.	1	2	3	4	5
7	I have (or plan to) use some of the ideas presented here in my work with families.	1	2	3	4	5
8	I would recommend this publication to colleagues.	1	2	3	4	5
9	I will refer to this publication more than once.	1	2	3	4	5

10 Did you or will you use these materials for self-study or for group training? ☐Self ☐Group ☐Both

11 What is your current level of education? ☐High School ☐Some college ☐Bachelor's ☐Some graduate school ☐Master's ☐Ph.D.

12 Is your field (check all that apply): ☐Child care; ☐Child welfare; ☐Early intervention; ☐Family support; ☐Health; ☐Home visiting; ☐Mental Health; ☐Social services; ☐Other: _____

13 Do you currently lead a program? ☐Yes ☐No

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Funded by
The David and Lucile Packard Foundation
William Randolph Hearst Foundation
W. Clement and Jessie V. Stone Foundation

ISBN 0-943657-11-3

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